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*Official Publication of the Arizona State Library Association*

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# ARIZONA LIBRARIAN

OFFICIAL PUBLICATION OF THE  
ARIZONA STATE LIBRARY ASSOCIATION

Winter 1960

Volume 17, Number 1

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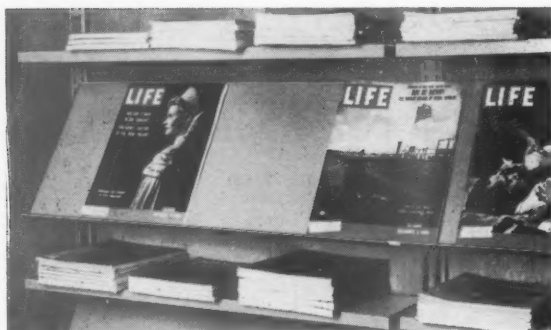
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## *"Open Wonderful New Worlds . . ."*

### NATIONAL LIBRARY WEEK in ARIZONA

COMMUNITIES all over Arizona will be celebrating National Library Week beginning April 3rd. It is sponsored nationally by the National Book Committee and the American Library Association; and here in Arizona by the Arizona State Library Association.

The objective of the week is to remind the American people that reading can help them to explore and to satisfy their need for a greater sense of purpose and meaning in their lives; to urge them to use more fully the libraries of all kinds in which the treasures of the printed word await throughout the land.

But there is a wider aim: to set apart a time when people can rededicate themselves to the ideas and ideals of a free society. Since ours is a society based on the choices made by the many rather than by the few, its greatest concern must be the development of every individual to his highest capacity. Its vitality, its very existence, depend upon the extent to which all the people have formed the habit of finding out, of intelligently weighing alternatives, of reading to be informed. Limited horizons are dangerous to a free people; so, as we have discovered, is the mindless assumption of superiority and invulnerability.

Suddenly "a better-read, better-informed America" has become a necessity.

The printed word, the very basis of education, has assumed a new importance. Only a lifetime of continuing self-education through reading, after formal education is completed, can keep Americans in watchful readiness to exercise responsible citizenship. Only a wide variety of reading can keep us abreast of what has been, and what is, and train the imagination to forge ahead into what might be in the future.

National Library Week is a time to reassess personal riches of mind and opportunity. It is also a time to explore through reading, one's intellectual potential and to develop a readiness to adapt to the changes that an age of atoms and automation is bringing. Though it can be an unparalleled source of entertainment, reading is not a tranquilizer, but a channel to new ideas and viewpoints that can help Americans respond to the challenge of leisure in a creative, satisfying way. It offers an exciting form of escape from preoccupation merely with having and doing, into a full life of being, knowing, understanding and believing.

National Library Week is a focus for the continuing activities of the countless organizations and individuals that share in its objectives. It can be a catalyst, working with all these other forces for

the support of libraries and the spread of reading. Libraries work with and through all aspects of American life; strengthening them in home, school, college and community will help Americans to read and be ready for whatever the future may bring.

It is with these aims that National Library Week looks ahead to a growing, continuing and developing program which becomes more meaningful each year in each community.

The same objective—"a better-read, better-informed America" underlies our conviction that we cannot afford a nation

of non-readers. And the theme for 1960 is "OPEN WONDERFUL NEW WORLDS—WAKE UP AND READ!"

We know America cares. We know Arizona cares. There is a real hunger for reading and the printed word. The success of this concerted effort will depend upon all those volunteer citizens who out of their own belief in the program are now doing the essential work of carrying the appeal to the people of individual communities.

—Adapted from *National Library Week Organization Handbook*

## SUGGESTED LIBRARY WEEK ACTIVITIES

THE EXPERIENCE of the past two years has proved just how ingenious librarians have been in thinking up ways of focussing attention upon their libraries. Here is a sampling of the ideas that have been reported to National Library Week headquarters. Arizona librarians will doubtless find many of them useful.

### Special Events and Projects

1. *A sidewalk booth or bookstall*, gaily decorated, at the corner of a downtown Main Street area, can be manned by teen-agers or club members who will answer questions, give out materials, reading lists, sign up new borrowers, dramatize the library's information service. Or your local bookstore or group of bookstores might arrange for bookstalls where books can be sold.

2. *Reading Night*. A big event for NLW can be a Reading Night, sponsored jointly by all community organizations to emphasize the fun and pleasure of reading aloud together. Select locally prominent people to speak briefly on *What Reading Has Meant to Me*, and to read aloud favorite passages.

3. *Contests* of all kinds are popular. A "Biggest Reader" contest in Fairbury, Neb., turned up a boy who had read 800 books in the past year. An essay contest

for adults or teen-agers on "Books That Changed My Life" (for example) might be the special project of one organization in the community.

4. *Special Nights*. You might decide to have several special "nights" at the library highlighting the interests of various groups. For example, on "family reading night," children might bring parents to pick out a book for the whole family. A lively mother or father might be asked to describe the role that books and magazines play in connection with regular family activities once a family is "reading oriented." A "New Borrowers" night at the library might be a time for people who haven't come before to be greeted by citizens who are ready to help them informally to choose books relating to a common interest. Ottawa, Kansas, had a "Hobby Night" with related book displays.

### Exhibits, Displays and Promotion

1. *Books*. Display old, rare or especially interesting books from libraries and from private collections. Private collectors with rare and valuable books could be asked to lend them for display. Also, a prominent citizen could be asked to lend the five or ten books that have most influ-

*continued on page 19*

# THE CONVENTION IN TUCSON

*Friday through Sunday*

*April 22-24, 1960*

ALL ROADS in Arizona lead to Tucson the fourth weekend in April. Librarians and trustees from all over the state will begin converging upon El Conquistador Hotel on Friday, April 22nd, to attend the Thirty-First Annual Convention of the Arizona State Library Association. This will be the second time that El Con has been headquarters for ASLA, the 1958 Convention having been staged there.

The theme of this year's convention is "Standards for Library Service," and the Saturday sessions will be devoted almost exclusively to developing this vital theme. Featured speaker at the morning session that day will be Miss Eleanor E. Ahlers, executive secretary of the American Association of School Librarians. The afternoon session's focus will be again squarely on the convention theme, with a panel discussion by Miss Nell Manuel, Mrs. Inez Moffitt, Mr. Herb McLure, and one or two others. Miss Ahlers will participate also as a resources person.

Mr. Leo Politi will be this year's banquet speaker. Widely known as an author and illustrator of children's books, he has also achieved a sparkling reputation as an after-dinner speaker.

The trustees' section is planning a vigorous Saturday program, featuring Mrs. Bessie Moore of Little Rock, Ark., immediate past president of the American Association of Library Trustees. Mrs. Moore will conduct a workshop for trustees on Saturday morning, and will speak at the trustees' luncheon.

Featured also on Saturday's program will be a number of workshop-type discussion groups, with Arizona librarians presiding.

REGISTRATION for the convention will begin at noon on Friday, April 22nd, and will continue throughout most of Saturday. It is anticipated that nearly 300 persons will attend the three-day annual meeting.

As in former years, a "package deal" for registration and convention meals will be offered, the price for which is \$14.45. For those who choose to make different arrangements, the individual charges for convention meals, including tax and tip, are: Friday dinner, \$4.10; Saturday breakfast, \$1.75; Luncheon, \$2.90; and Banquet, \$4.60.

The trustees' group will have an entirely separate buffet luncheon at noon on Saturday (price: \$3.50, including tax and tip).

Hotel reservations are to be made directly by individuals coming to the convention. Donald Bentz, who is serving as chairman of the local arrangements committee, advises all persons to write promptly to El Conquistador for their reservations. Rates are \$12.00 a night for double occupancy (i.e., \$6.00 each), and \$8.00 a night for single occupancy.



*El Conquistador Hotel*

# THE President's PAGE

by  
SUE  
GONDEK

AN EDITORIAL published in the February *ALA Bulletin* reflects thoughtful research in the effort being made to improve library standards with understanding and legislation. Here are two quotations giving accepted definitions of standards: "Standard: A rule for the measure of quantity, weight, extent, value, or quality." "Standard: That which is established by authority, custom, or general consent, as a model or example." A comparison shows that we are striving not for standardization of libraries, but rather for a legislation of library standards, which has the effect of proposing requirements to be met. To prevent misinterpretation, this final definition was given: "Something elevated, as a signal or a beacon" — and this is suggested as a motto for all libraries.

On April 22nd we shall all be meeting at El Conquistador to study Arizona library program needs, to think about some of the legislative proposals, and to consider ways of advancing library service and heightening public awareness of library needs in Arizona. Donald Bentz, Elizabeth Cummings, Charles Gardner and Fleming Bennett and the members of their committees are planning a truly professional meeting, with inspirational speakers, interesting side trips, and excellent book exhibits.

We look forward to hearing Miss Ahlers of AALS speak, and we know many of our questions will be answered through her knowledge of situations in other locations. Leo Politi, the wonderful illustrator, will give us much pleasure and inspiration at the banquet on Saturday evening. It will indeed be wonderful to meet him and to have him with us at the convention.

The Trustees have planned a luncheon

where board members from all over the state will meet to discuss mutual plans and programs, and to discuss the compilation of a handbook for library boards.

Public librarians, school, college and special librarians can get together on situations and program plans common to all library work. Through all of the three days publishers will present their book exhibits, and it will be possible to talk about book news with the representatives. The participation of all of you is so important—your suggestions, contributions, accomplishments, and problems can only result in increased library service in every part of the state. And of course, each year we anticipate meeting old friends and making new ones as we work together at the convention.

A reminder: The program committee has asked for your suggestions for workshop topics, and are anxious to have your replies. Some topics were given on the notice you received. Here are a few more to think about: Public relations, or Public awareness programs; Legislation information; Recruitment, and the Student Librarians Association; Program plans for different age groups.

April 3rd through 9th is the week that Arizona will join the nation in another Library Week observance. Jack McDonald, Catherine Chadwick, Walter Varner, Bill Bartels and many others are making plans with you so that the whole state of Arizona will be participating in this most important project of insuring library awareness in Arizona. As Jack McDonald suggests, follow through and think big; make the Library Week theme — Open Wonderful New Worlds . . . Wake Up and Read — known to every person in Arizona. As William I. Nichols says, "Reading is a lifetime affair."

# THE CHALLENGE OF THE FUTURE FOR PUBLIC LIBRARIES\*

ELEANOR A. FERGUSON  
*Executive Secretary  
Public Libraries Association*

I INTEND to discuss with you today the developments that may come (and I hope *will* come) to the public library in the next fifteen or twenty years. But because I am a historian at heart, however much I may pose as a prophet, I want to talk first about the past. This is partly to give myself a good running start, and partly because I want to tell you about the only library I really know well as a user. For the last twenty-five years, I have been inside the library desk; and let me tell you there is quite a difference between inside and outside.

The library I want to talk about I first met when I was about ten years old. Let me assure you that my previous experience with at least one library had been considerable — I had read *all* the Tarzan books the Dallas Public Library owned before I moved to the New England town where my library is located. Then, as now, it faced the little park where the band concert was a weekly feature of summer evenings. The Town Hall, with the Opera House upstairs, stood at one end of the park, and along the east side were ranged the fire station, the library, a couple of churches, and the house where I lived. In those days, children were taught not to cut across lawns, but even so, you can see what a convenient location I found it.

I can't tell you whether it was a Carnegie building, but if Mr. Carnegie did not contribute the funds, he certainly loaned his plans — you have all seen hundreds

of libraries just like it. You walked up a long flight of steps, terribly hot in summer, and dreadfully icy in winter, and entered a vestibule covered with rubber matting. I never smell that kind of matting to this day without having a complete picture of my library flash into my mind — I feel sure that smell is there today. Facing you as you came in was the charging desk, with the children's room to the left, the reference room to the right, and the stacks behind.

That children's room played a big part in my life for the next few years. I have thought a good deal about how to describe my feeling for it — I'm sure it was not "love" — you have all heard the fond mother cry, "My child just loves the library." I rather think it was more like the feeling I had for my breakfast and my winter coat — necessary to my continued existence. The books on two sides and part of the third were the pasture I fed on — all the old standards, Seaman, Alcott, Coolidge, Alice Hegan Rice. There was also a satisfying number of books about girls whose mothers had died and whose fathers brought home stepmothers, usually with detestable families of their own. There was a series of books about boys who captured German spies in a most dramatic manner; I never learned how to pronounce the author's name, but it was spelled T-h-e-i-s-s.

Around the rest of the room were the books I should now call nonfiction, but at that time I had no truck with them. Sometimes I glanced at them to be sure there was nothing there to read, but I do not remember going farther than that.

The atmosphere of the library was

\*This address was given at the Annual Convention of the Arizona State Library Association in Mesa, on April 5, 1959.

eminently permissive. No one asked me if I wanted help (it was the last thing I wanted), and the only time I ever had a difference of opinion with the librarian was once when I took home my daily quota of books at 1:30 and returned them at 4. It was explained to me that I must keep them at least over night, though "just this once I could leave them" — something about the cards not having been put away yet, I gathered.

After a while, I moved on to the left-hand side of the stacks where the fiction was, and browsed contentedly there whenever school work let up enough to permit it. Vacations from college brought me back to the same haunts until at last I graduated from library school and found a "steady" job behind the desk in a much more sophisticated library.

In the adult department, there were of course many books at which I never looked. They were on the right hand side of the stacks, and I do not recall any one's using them except the high school kids, for what I thought of as "cutting up." No one in this library ever thought of dragging books off the shelves and putting them out to trap the unwary reader — "everything in its place" was the motto they followed. You selected your own books, and if you chose unwisely, or neglected important parts of the American heritage, well, that was not the librarian's business!

I have left the reference room until last, because I literally never went into it. In my early youth, I was interested in a case of stuffed birds which occupied space there, but after that, I left the room severely alone. So did every one else. The only people I ever saw there were an occasional old gentleman reading the newspaper, or a farm woman surrounded with packages, waiting for a ride home.

If I have seemed to paint a dark picture of my library, let me relieve it by pointing out its virtues. For an avid reader like me, it offered a satisfying collection of books, and new ones must have been added with some regularity to keep up with my demands. It was also open

six days a week from 1 to 9, and the librarians didn't close up for supper. In fact, they brought their supper with them and ate it in the cluttered workroom — I often saw them doing it. The present librarian came to be the assistant early in my years as a patron; she seemed incredibly ancient to me then, and by now I am sure *is* ancient. A year or so ago, I mentioned to the State Librarian my old acquaintance with the library, and she assured me with a sigh that today things were exactly as I remembered them. It isn't often in this life that one's memories are still there to be revisited — I must do it some day.

ONE OF my reasons for going so deeply into my past is that after mature consideration, I think this picture I have painted for you is not just a memory but a fairly typical American public library today. There are many better libraries in this country — those represented in this room are all better or you would not be here. But there are also many worse ones; if you could arrange all the 7500 public libraries in order of excellence, this one would stand somewhere in the middle, along with a big group of its peers.

Now I ask you honestly, is this "the people's University?" Is this what Gerald W. Johnson had in mind when he called the library "an open door . . . to the wisdom and experience of all mankind?" Is this what we mean by all the fine phrases we use in talking about ourselves? Is the job of the librarian merely to open the door (the front door of a building, I mean), put some books on the shelves, and see that no one walks out without having his books charged? Frankly, I don't think so. Much as it meant to me, and well as it provided for what I then thought of as my needs, it seems to me now that it neglected its basic function of guiding me to "the resources of the wisdom and experience of all mankind."

We talk about the library reflecting its community; I wonder if my library does. Look at what has occurred in the world since I first knew it. America has fought two global wars, has sent its youngsters all over the world, has

put satellites into outer space, and still my library and all too many others are just where they were thirty or forty or fifty years ago. Radio has been invented and declined to its present low estate, TV has covered the land with junior cowboys, atomic energy capable of destroying us all has been released, and still many public libraries sit in their little Carnegie buildings and never lift the blind to see what is going on. No wonder we find it hard to secure funds for imaginative library programs from legislators who know only this sort of library.

Not only have we failed to live up to our own ideals. We have failed to live up to our patrons. They know all about space travel, they have been among the thousands of Americans who travel abroad, they read the newspapers and know about Iraq and Berlin, they have felt the effects of automation in industry on their own lives, and have held jobs building the atomic reactors and jet planes that are changing the world. How can we expect to inform them about what they know so much better than many of us? We are failing to meet our responsibilities, failing to live up to the role of the public library unless we not only keep up with the procession but *lead it*.

Fortunately there are many factors in the modern world, less spectacular than those I have mentioned, but perhaps more influential in their effect upon us and our libraries. One interesting thing about changes in our way of life is that we who are most directly affected seem to be the last to realize that things are changing. The big underlying ground swells of change come so slowly that we seldom recognize them. Have you ever thought how strange our super-highways and the TV commercials pouring out of our open windows on summer evenings would seem to some one whose life ended even twenty years ago? How incredible nearly everything we take for granted would seem to a man of 1900?

THIS BRINGS me down to earth from my flights of fancy, and from here on I expect to be guided by the stern facts of statistics. I can give you the references from which I got them and will even quote a few — not too many, I hope.

One of the changing factors in life in the United States is in the field of education. We are getting to be a more highly educated people every day. In 1930 one high school graduate in eight went on to

college, and somewhat fewer than that stayed to graduate. Now, on the average one in three goes to college. This becomes even more surprising when we realize that today nearly everybody of a suitable age graduates from high school; thirty years ago this was not true at all. The demands of our highly technical industry require more education, and there is less and less opportunity for the untrained to make a living.

At the same time that the number of people being educated has risen, the school's curriculum has changed to demand more independent work of the student. I doubt if it is possible for a high school graduate of the last five years to say, as I just did, "I never used the reference room in the library." Those of you who have endured the annual plague of term papers will bear me out in this.

All the studies I am familiar with show that better educated people make more use of the library than the less educated. Surely increasing the educational level of a whole nation is bound to have a very deep effect on public libraries.

Not only will our highly educated public make demands of us. There are far more *people* today from which we may draw our patrons. In the 1930's, reliable statisticians thought that the population of the United States would reach a total of about 165 million by the year 2000 and remain at about that level indefinitely. What actually happened was that the population reached 165 million in 1955, and it is predicted that by 1975, the population will be well over 200 million. Even if we take the modest figure of 10 per cent of the adult population using libraries, we can still look forward to a staggering increase in the potential users of libraries.

Of course a good many of these added people are the result of the greatly increased birth rate of the last ten years. Many of them, though, are in the over-65 group, people who have been kept alive by the skill of modern medicine. Here, too, lies a challenge to the public library; while this group may not be as

well educated as the youngsters, they have leisure, and are no longer greatly interested in the *active* use of that leisure. Skiing and swimming are no longer their preferred ways of using free time — the quiet occupation of reading should appeal greatly to them if we make it appeal.

For that matter, every one has more leisure. Labor is talking about the 30-hour week, and many businesses now consider 35 hours about right. In the 30's a 48-hour week was nothing out of the way. While there are many more ways of using leisure, there should be a good deal available for reading. All these factors would seem to indicate that libraries are going to be under heavy demands from more people, more highly educated people, with more leisure.

We all seem to be busier in our libraries than we used to be, but perhaps not as much as we might expect from these changes I have just cited. There are other influences affecting people which are not so much in our favor.

One of these is, of course, television. My guess is that TV has cut pretty deeply into our circulation of light fiction for recreation. After all, recreation is the human need which TV programs cater to most extensively. Statistically speaking, fiction circulation in libraries is declining, while nonfiction is increasing, so that the total number of books we lend is staying about the same.

Another development of our times is the increased prosperity of our people. This has led them to make more expensive use of their leisure. People who used to think twice about going away from home for a long weekend are now among the thousands of Americans who travel in Europe and South America. People who used to get their exercise cutting the grass now play golf. Where borrowing a book from the public library used to be the most they could afford, they are now able to buy expensive fishing tackle and go deep sea fishing.

Reading is by its very nature a solitary occupation; but there is a profound trend in our national life to enter into group activities. Little theatre groups, community orchestras, clubs of all kinds take an increasing amount of the leisure I mentioned a few minutes ago. It is no longer fashionable to be by one's self — one must be an organization man or woman to amount to anything.

YET READING is not a lost art, by any means. Another thing that has tended to cut into library circulation is the great increase in the sale of paperback books and book club selections. In 1957, about 300,000,000 of these two kinds of books were sold; which would seem to indicate that people are reading a great deal, even if not from the public library.

Well, assuming I am right about all I have been saying about the public library, what does it all mean for the future? We will have more people in this country, more leisure, more education, but at the same time other forms of recreation and other forms of reading matter are supplying the needs of many of those people. What is left for us to do? What is the library's unique role, which it can do better than any other institution so far developed in the United States?

I would like to give you my own answer to that question, and it is by no means a new answer. In fact it is one which goes back through our history to Thomas Jefferson and Benjamin Franklin, and was put into modern words in the '20's when the library was first described as the people's university. The recreational aspects of our book are being fast taken away from us, and we are to be left to do the job that was ours from the beginning — serving the needs of the inquiring, discriminating reader.

Dan Lacy recently called this reader the purposive reader, the reader who used books not only in seeking information but also to secure "a particular and discriminating cultural experience which, even though in a sense recreational, cannot readily be replaced by a different experience." The purposive reader is not looking for a good book to read, but for a particular book. If he has taken it into his head to read one of Shakespeare's plays, nothing else will do. The purposive reader may often have been stimulated by a TV program he happened to see, or by a feature article in the newspaper, or by a revolt in Tibet. He has a definite curiosity about a definite subject, and if we are fortunate enough to satisfy him, he

will be our friend for life. But here is the challenge — can we satisfy him?

It is disquieting to think that a great many libraries in the United States simply cannot give him what he wants with their present resources. I find from some still unpublished statistics that more than half the libraries in this country serve less than 5000 people. The same source gives a figure of 1.47 books per capita for the whole country. I have an uneasy feeling that perhaps this figure is too high for the library with 5000 people in its community, but for the sake of argument, let us say that these libraries offer their readers about 7500 books. About a third of these are likely to be children's books, at least another third adult fiction. This leaves us, to satisfy the purposive reader, only 2500 volumes, to cover the whole range of human knowledge from atomic energy to zoology, to meet the needs of the mother whose three-year-old is a discipline problem and of the man who wants to know "How come West Berlin finds itself in the spot where it is."

Now if our reader happens to live in a city his chances of getting what he wants are a good deal better than this, but the difficulty is that the person who lives in a small community or in the country looks at the same TV shows as his brother in the city, his wife has the same problems in bringing up her children, their intellectual interests are just as varied as the city-dweller's. A community of two thousand has as many interests represented in it as a community of two million — the only difference is that in the smaller community there may be only two or three people with those interests at a given moment.

The public library standards, adopted by ALA in 1956, had this problem very much in mind. They recognize our peculiar obligation to the purposive reader when they say that a library system should have 100,000 books, and should add 4,000 or 5,000 new titles each year. They say, in effect, "Here is what a citizen of the United States needs to make him an enlightened voter and a well-rounded in-

dividual." But because it is obviously impossible to bring every community that sort of book collection, the idea of the library system was stressed.

Now, there are all sorts of library systems operating in this country, and as time goes on new sorts will undoubtedly be invented. Essentially, though, a system has three parts, all of which are really necessary. The first is large book resources; the second is skilled staff to make the knowledge in the books useful to the reader; and the third is the community library to make the actual contact with the reader. The books are all but useless without the catalogers and reference librarians to locate the information the reader needs, and both will fail unless there is some place near the reader where he can go to tell some one what he needs. The local library is fundamental to a system, and really I should have mentioned it first instead of last. I know that many librarians feel that by joining a system they lose their identity, and become mere cogs in the wheel, but nothing can be farther from the truth. More truly, they are the foundation on which the whole system rests, and their contribution is basic. The librarian whose library becomes part of a system brings to the system the indispensable personal contact with the reader, the intimate acquaintance with his family, his interests, and his needs that makes all the difference between service and the mere lending of books.

In return for this contribution, the system owes the librarian an opportunity for close personal contact with the resources and staff of the system, for the local librarian has no easy job. There are many pitfalls, and it takes experience to avoid them. I remember when I was a very new head librarian, I undertook to borrow the works of St. Thomas Aquinas for one of my patrons from the state library. I got a very polite but formal letter back saying they were sending me the first six volumes; when my reader had finished those, they would be glad to send the other thirty-four! If I had been the shy type, that might very well have been my last attempt to borrow anything!

It well may be that library systems are not the best way to serve the purposive reader. The only difficulty is that so far we have not discovered a better way. And make no mistake about it — it is very important that the purposive reader should be served, whether he be the mayor of the town, or a high school stu-

dent. It is important not only to him but to all of us.

A FEW weeks ago I heard a speaker who pointed out that the discovery of atomic energy was the most important event of the 20th century, comparable in its far-reaching effects to the Industrial Revolution. Yet he estimated that not more than 10 per cent of the people of the United States had the least idea what atomic energy was, what it could do for us, or what it meant for our future. He reminded us that our theory of government was based on the idea that about important matters, matters vital to his personal well-being every voter either knew enough or could learn enough to make the right decisions; yet here is this powerful force about which only a very small group can make decisions because they alone know enough.

Nor is this the only field in which our national ignorance may lead us into difficulties. It used to be said that no woman really understood the tariff — it would be equally true to say that no one, man or woman, understands the complexities of international trade. For that matter, who really understands the Federal budget? The President sees it one way, Congress another, and we who pay the bill really don't know.

All this leads me to believe that libraries have an intensely important role to play, in providing information on these tremendously complex questions, and then in making the use of the information attractive to the adults who, in the last analysis, must make the decisions. I know it is a prospect so far beyond our present capabilities that the very thought

reduces us to despair, but if this is not our job, who else is to do it? Or what are we to do that deserves the expenditure of even one taxpayer's hard-earned dollar, that compares in importance to this challenge?

Money is hard to come by, I need not remind you, and we must be sure we spend our share of it wisely, for the best results we can attain. To do anything less is to be unworthy of the confidence our communities have reposed in us. It is very true that our share of the public funds is not nearly large enough to do the job, but I am convinced that only by "hitching our wagon to a star" are we going to be able to get the resources which will make public libraries the force they should be in this year of our Lord, 1959, and in the years to come.

I want to close by quoting to you from one of the really outstanding statements of the work of the public library, which appears as the preface to *Public Library Service*. These are Gerald W. Johnson's final words:

*For if it is difficult work, by the same token it is lordly, this business of pushing back American intellectual boundaries. Fame and wealth may lie in other directions, but nowhere may a man acquire more honor than in taking a part, however small, in a work that simultaneously enlarges the life of the individual, enlarges the wisdom of the nation, and enlarges the hope of the free world that it may be led in the ways of wisdom, whose "ways are ways of pleasantness and all her paths are peace."*

# Time to Change Hats?

CATHERINE S. CHADWICK AND ELISABETH S. MOORE

*Extension Librarian and Assistant Extension Librarian  
Library Extension Service, Phoenix*

SINCE THE beginning of the library extension movement early in the century there has been controversy regarding its presence among the activities of a state library agency. It has always been more or less agreed that state law and state history are correctly areas in which state libraries may function. Genealogy also (because of property laws) and in some cases religion have become strong parts of state library services. The idea of the state library maintaining an extension service, providing materials and services to libraries and individuals all over the state, is of later origin.

In 1955 at an historic meeting of the National Association of State Libraries a long-debated statement was approved and issued as a small leaflet. This statement, titled *The Role of the State Library*, included in the list of functions of a state library agency the function of extending library service through loans of materials to county and regional library centers in the state, and the additional function of developing better service by sending out consultants to assist in setting up programs of library service. The passage of the federal Library Services Act a year later, with the long-awaited funds for implementing state programs, has emphasized the extension function of the state library.

Arizona enthusiastically undertook in 1957 to make extension a function of the state library in accordance with the recommendations of the Council of State Government. However, in Arizona the county and regional library centers through which extension service must be given were, except in two cases, yet to be born.

Most other states through many years

of effort and planning have developed such centers, but in Arizona the concept of library service as a necessity, something to be improved each year, to be consolidated through formal or informal banding together of library agencies into federations, county or regional libraries, existed only in the minds of a few progressive librarians.

In 1957 there were only about thirty towns maintaining library service, and with the exception of the largest cities — Phoenix, Tucson, Mesa — these libraries were adjuncts of the local Woman's Club and often limited. In some few communities the library had been turned over to the town and was receiving public funds for its operation. In others the Woman's Club or some other organization was doing an outstanding job of maintaining the library and keeping the public interested in it. In others, unfortunately, the library had become in the public mind the "baby" of some individual or limited group, and had lost its appeal to the community.

The first big project of the Library Services program in Arizona was to give every community the opportunity for library services on as complete a level as possible. True, this sort of program is most efficiently carried on at a local or county or regional level. But in Arizona the Library Extension Service had to assume the role of the regional center as well as its proper role as a state agency. Comedians often change hats to denote a change in the role they are playing. Just so, the Library Extension Service has had to "wear the hat" of the county or regional library.

Covering this huge state with good library service is a task which, even with

the best will in the world, could not really be accomplished, so long as all materials and services had to come from Phoenix. Our bookmobiles have rolled over most of the roads of the state; our packing room is clogged with collections for the approximately 140 libraries we now serve; and we maintain an individual request system. These functions, normally those of the library closer to the locality being served, are carried on at a disadvantage. But as best we can, we are wearing the "hat" of the county or regional libraries until more of them can be developed to serve better all regions of the state.

There is another "hat" which we must soon fit on more solidly, and that is the role of the state library agency as a consultative agency, as the resource of highest appeal for materials, and as a planning assistant in developing local service. With only two consultants on the road, this new "hat" tilts a little rakishly and unsteadily, but in the long run these

functions, as outlined in *The Role of the State Library*, are the ways in which the Library Extension Service will ultimately be most effective.

So pardon us while we balance our two "hats" — while we try to fill the demands for materials needed now to demonstrate the importance and the value of libraries, and at the same time to build solidly the service agency needed by the new Arizona which is so rapidly coming into being.

From the experience of the years when Arizona had no state library extension service, and from the immediate acceptance of the service all over the state, we know that our first "hat" was badly needed and much appreciated. Soon the regions of the State will wear that first "hat" for us. Then we at the Library Extension Service will be able proudly to concentrate on wearing the second one, fully as necessary, and promising so much for the future.

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# NEWS and MISCELLANY

## Casa Grande Library Awarded Book Funds

A THOUSAND-DOLLAR fund for book purchases has been awarded to the Casa Grande Public Library. Nine other libraries in the nation received identical awards, with a grand prize of \$5,000 being awarded to the public library in Preble, Preble County, Ohio.

The award was made by the Book-of-the-Month Club from their Dorothy Canfield Fisher Memorial Fund, which was established last year. The program of awards singles out libraries serving populations of no more than 25,000, and meeting certain minimum standards.

Mrs. Jane Peters and her staff of assistants, as well as the trustees of the Casa Grande Public Library, are to be warmly congratulated upon receiving this recognition.

*It's Time to Join ASLA!*

## Summer Courses In Library Science Offered At U.A.

DURING THE first summer term, June 13-July 16, 1960, the following library science courses will be offered at the University of Arizona:

L.S. 201—*Literature for Children*

L.S. 283—*Book Selection*

These courses will be taught by Donald N. Bentz, assistant professor.

The second summer session, July 18-August 20, will offer:

L.S. 282—*Organization, Cataloguing and Classification of Materials*, taught by Mrs. Lutie Lee Higley of the University Library staff.

L.S. 285—*Literature for Adolescents*, taught by Prof. Bentz.

## Addendum to the Directory of Arizona Librarians

Crowder, Mrs. Jane, 4312 E. Seventh St., Tucson. Utterback Jr. H.S.

Crowell, Mrs. Margaret A., Ray High School, Ray.

Donelson, Daisy, 1402 E. Berridge Lane, Phoenix. Isaac School Lib.

Halnon, Mrs. Irene, 3435 W. Durango St., Phoenix. Maricopa Co. Genl. Hospital.

Harris, Mrs. Ethel, 817 E. Adelaide, Tucson. Education Center, Tucson Public Schools.

*Editor's Note: There may be others whose names regrettably did not appear in the Directory Issue. The editor will appreciate your sending him information about them.*

## Book Award Rules Announced by S.W.L.A.

THE FIRST S.W.L.A. Book Award will be made at the 1960 conference of the Southwestern Library Association, which is to be held in Tucson this coming October. Presentation will be made at the Banquet meeting Thursday evening, October 27th.

The Book Awards Committee has established the following rules which will govern the selection:

### General:

1. The book must have been published during the two calendar years preceding the meeting of S.W.L.A. at which the award is made.
2. The book must deal with the Southwest and must contribute to the permanent record of the region.
3. The book must provide a correct interpretation of the Southwestern heritage.
4. The author need not be a native of any of the states represented in the S.W.L.A.
5. An editor or translator may be considered if the book is of value to the permanent record of the region.
6. A book which deals only partially with

the Southwest may be considered if a major portion of the book deals with the region, or if the portion which deals with the Southwest is of special significance.

7. The book may be adult or juvenile, fiction or non-fiction; and it may be in any literary medium—poetry, essay, history, book of illustrations, etc. Pamphlets and brochures are not eligible for the award.

#### Non-Fiction:

In addition to the qualifications enumerated under "General," consider the following, listed in the order of their importance: (1) Authenticity; (2) Organization and arrangement of material; (3) Literary merit; (4) Format; (5) Illustrations.

#### Fiction:

In addition to the qualifications enumerated under "General," consider the following, listed in order of their importance: (1) Literary Merit; (2) Authenticity of background material; (3) Sincerity of interpretation. (In cases of fictional biography, deliberately distorted or misrepresented facts will automatically eliminate the title.

**NOMINATIONS** for the award should be sent to Mr. E. J. Scheerer, Librarian, Louisiana Polytechnic Institute, Ruston, Louisiana.

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## LIBRARY WEEK (continued)

enced his life, to be exhibited as such.

Displays built around themes such as "Books for the home library," "Explore with Books," "Timeless Books," can be planned for bank and public utility company windows, and for other firms. Groups of books for home library collections can be displayed in different places for various kinds of families: young couples with no children; the family with teen-agers, etc.

Your local magazine wholesaler probably would be glad to help with the preparation of a special display of paperback books for schools, libraries and other locations.

Exhibit books written by authors in the area; these can be accompanied by photographs and letters. A display of books and magazines can be built around a subject or hobby interest, such as antiques (with borrowed specimens of some of the antiques illustrated in the books); coin and stamp collections, cooking, the theatre, local history.

2. *Tie-ins with merchandise.* Local merchants can be asked to exhibit in their windows the books that relate to whatever they sell. Point out to them their self-interest in encouraging people to read in their field. Books displayed should be fresh and new-looking in the original jackets. Books for displays arranged by the local committee can be obtained from local bookstores, or through a wholesaler in your region.

3. *Arrange for bus and car cards* to carry the NLW slogan and theme in public vehicles. Arrange for local delivery trucks and taxi cabs to carry cards, streamers or banners on sides or ends. Companies cooperating will consider it public service advertising.

4. *Markets* can insert NLW material and reading lists in each customer's shopping bag. In Boston last year publicity on local programs for the week was distributed in this manner; in Needham, Mass., the NLW committee had a booth in the supermarket.

5. *Utility companies, banks, insurance*

companies, retail stores and industries can use NLW leaflets as enclosures in their mailings. These companies can be asked also to: Promote NLW through newsletters and internal and external house-organs; to tie-in NLW with their own newspaper advertising and promotion by drop-in use of advertising mats in ads; to direct attention to books and other reading material that relate to their own business or products. For instance, the bank might prepare a special promotion piece directing customers to some titles related to banking and investments.

6. *Restaurants and Hotels* can use specially designed paper table mats featuring the NLW theme and slogan. The library can provide a short list of good books printed on a colorful slip to be stapled to restaurant menus during the week. (Glenwood Springs, Colo., for example, had five restaurants doing this one year.)

## Radio and Television Programs

1. *A panel of homemakers, club-women or career-women* could discuss the importance of reading as it directly relates to the home, to human relations, to children, to the business world.

2. *Arrange a local "youth wants to know" panel* of young adults to exchange views and get the answers to questions from adult experts on reading for fun, the value of life-time reading habits, careers as librarians, the role of reading in their culture.

3. *Feature a popular family* on a "reading aloud" program for TV, originating from the studio. If possible, they should be grouped in a typical "home-setting" to create the mood of a family at home. This should also close with an invitation for families to discover the pleasure of such activity in their own homes — for fun and for unity.

4. *Conduct a quiz on quotations* with opposing teams of teen-agers. This may be tied in with an award of sponsor products, or of a gift of books donated through your paper-back wholesaler or dealer.

5. *Feature a good local choral group*

in a variety program of songs from popular musicals that were based on books; or a radio program of organ music to "read by" for late night listeners, including "commercials" themed to the pleasures of reading for personal enrichment.

#### Newspaper Publicity

1. *Remission of Fines.* Where policy permits, many libraries have offered to remit fines on all overdue books with astonishing results — a good time to conduct such a program is during NLW, when the community is alerted to reading and libraries.

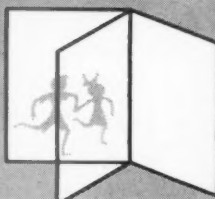
2. *Magic for Children.* A story of a child's first visit to the library; how a child views the printed word — the illustrations — the variety of books available, etc.

3. *Teenage Reading, from Comics to Physics.* A roundup of opinion from young adult leaders; for example, the captain of the football team, the star of the dramatic society, the president of the school student body. Opinions about their reading taste: what they like, what bores them, how reading plays a role in their lives, what they think of magazines and books tailored for their age-group.

4. *First — the word!* A serious commentary by a leading citizen on the implications of widespread reading in a free society. A clergyman could develop this as a concept for spiritual growth; an educator on training young people for active citizenship; a businessman on industry's technological advance and the demand for "thinkers."

THESE AND many others are ideas which have proved themselves in cities and towns across the nation. Librarians and trustees in Arizona libraries will doubtless come up with others, and these should then be shared by writing them up and sending them to NLW Headquarters (24 West 40th Street, New York 18, N. Y.).

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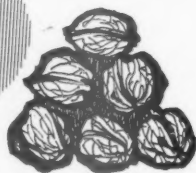
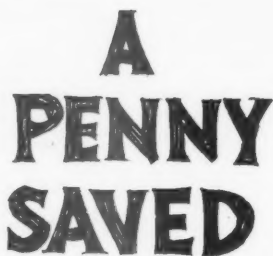
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